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ABSTRACT

This monograph presents the Strategic Directions Charter of Indiana University, which recommends ways the university should change in order to adapt to constraining circumstances and to emerge as the model of America's New Public University. It discusses in detail the 30 recommendations of the Charter, developed by 250 members of the University community. The recommendations are grouped into three major categories. First, the 12 recommendations concerning "the community of learning" include: improving teaching methods, providing special tutorial programs, expanding mentoring, and increasing opportunities for alumni lifelong learning. Second, the "responsibilities of excellence," are addressed in nine recommendations such as directing exceptional resources to programs that have national distinction; strengthening international programs in teaching and research; and ensuring the recruitment, appointment, retention, and encouragement of women. The third area, "accountability and best practices," is covered in nine recommendations. Among these are: refining responsibility-centered management, creating additional sources of revenue, reassessing tuition pricing and financial aid policies, and ensuring a consistent system for reporting to the public on the university's succ ss in fulfilling its missions. Appendices list the recommendatio s and offer a table of cross-references. (MAH)

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INDIANA UNIVERSITY

THE STRATEGIC DIRECTIONS CHARTER

Becoming America's New Public University

JANUARY 1996

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Preface

Indiana University is one of the great institutions of higher learning in the nation and the world. Our distinction has always required progressive change as the needs of our students, the expectations of society, and the context and boundaries of intellectual and professional disciplines have changed. Excellence for universities is a dynamic state, not an end-point that once reached is forever achieved. Now, because the environment for higher education is fundamentally changing, the need for reasoned change to sustain excellence is especially acute. The Strategic Directions planning initiative is a response to the challenges and opportunities of this important moment in our history.

Forces of Change

The forces of change affecting higher education have been much discussed, but let me emphasize a few points. First, resources are constrained and becoming more so. Since the late 1980s, support for higher education has been waning. The evidence, moreover, points to a permanent shift. The federal government is embarked on a program to balance the budget. As a result, student financial aid, research support, and funds for medical education, to name the primary areas, will diminish considerably. Additionally, Indiana, like other states, has assigned a lower priority to higher education than to immediate needs such as the schools, prisons and the criminal justice system, health care, and entitlement programs. There is reluctance to invest in the future, and higher education is predominantly an investment in the future, in the future of people. New public resources, moreover, are unlikely; it is highly improbable, for instance, that there will be increased taxes to fund higher education. Universities' other main source of revenue, student tuition, is also limited. Students and their families, including those in the middle class, resist higher tuition rates. There is little doubt that resources for higher education from traditional sources will be increasingly constrained.

Second, universities, like every institution in America, are facing increased scrutiny and more stringent standards of accountability. As a public university, it is of course right that we systematically render accounts of our stewardship to the several publics we serve. In many quarters, however, distrust and self interest are fueling highly skeptical demands that we justify what we do and how we do it. Some trace the source of this popular discontent to the continuing bifurcation of income classes, with real wages decreasing for many. Others point specifically to the sense of dislocation caused by job insecurity resulting from massive corporate restructuring, technological changes, and the reality of global competition. Still others note that since the demise of the Cold War there are fewer reasons to come together as a nation and a people. Whatever the explanation, one can hope that social and political changes will ameliorate the worst effects of the current situation. But it would be naive, at best, to presume that there has not been a permanent change in the standards of accountability. We may lament this change, but we would be unwise to ignore it.

Third, the world is changing for everyone, not just for us in the university. An ever-increasing range of jobs today requires some kind of higher education and the ability to learn as the job changes or as people change careers. The needs of the society and economy of the future require us to educate a much broader sector of the population in the intellectual skills and habits that will enable our graduates to learn throughout their lives.

Stated directly, the challenge we face is this: How do we respond to a fundamentally changing environment while sustaining our academic excellence and our core values and traditions? The problem underlying this question may be stated yet more urgently: Unless we respond to changes in the environment of higher education, we will not be able to raise the resources we need to sustain our excellence. In resolving this problem, we should not seek to redesign a successful university, but rather to initiate changes that enhance what is good and vital, and create what is necessary to flourish in a future less friendly to higher education.

Core Values and Traditions

What are the core values we must sustain? First, we are a great university because we put students and student learning at the heart of our purposes. Teaching is the unifying activity of the university. Everything we do as members of the faculty and staff must enliven a community of learning in which students join in discovering knowledge and putting it to use.

A fundamental reason for Indiana University's success is a faculty engaged in pathbreaking research, scholarship, and creative work, and in truly outstanding teaching at all levels, from undergraduates to graduate and professional school students. Research and discovery, creative work in all its forms, and the dissemination of results through publication, teaching, and performance are central to the purposes of the university.

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The highest standards must always be the standards by which we measure and reward our teaching, research, and creative work. Simply put, good enough is not good enough. We should never be so confident that we do not continuously strive for improvement.

Excellence in teaching, research, scholarship, and artistic endeavor requires academic freedom. Faculty must be free to choose the topics and methods of their work. The traditional and successful safeguard of academic freedom is the tenure system. Despite increasing attacks from various quarters, it is essential that the tenure system be maintained.

It is also essential that the faculty preserve its traditional authority, delegated by the trustees, for the curriculum. Decisions about such academic matters as the creation of new courses and degrees lie within the responsibility of the faculty. The distinction of the university is also firmly founded on traditions of governance in which members of the faculty participate significantly in decisions about tenure and rank, and about the nature and conditions of faculty work.

Another primary reason for the success of Indiana University is the quality of its staff. The diverse talents and remarkable energies employed by staff members on every campus and in every office throughout the university sustain all its work and purposes. We must improve our efforts to recognize and reward the accomplishments of the staff and to enable its most capable members to advance to increased responsibilities.

Indiana University's success rests also on our identity as a single university that meets its obligations as a whole by meeting its obligations on each of its eight campuses in different ways. On each campus, and in schools, departments, and programs, administrators and members of the faculty must continue to define for themselves how they will meet the intellectual needs of students and faculty on campus, and the intellectual, social, and economic needs of communities off campus. But these several definitions of missions and means must complement one another and serve the purposes of the whole university.

Sustaining Excellence

There is a shared understanding of what is necessary to continue our excellence within the scope of these core values and traditions. Moreover, the university community, especially the faculty, know what academic success is, and how to attain it. I am confident we can agree that Indiana University must sustain our core values and traditions if we are to remain an institution that is certain of our present and worthy of our past.

But I believe the nature and demands of the challenge to respond to external changes are not well understood. If we fail to be responsive in what is asked of us, public support, including the confidence of prospective students, will diminish. The resources and flexibility necessary for continued excellence will be threatened.

The Strategic Directions initiative is directed toward meeting the challenge of sustaining excellence in demanding times. A good part of the charter is outwardly directed. It recognizes our ability and success in developing and sustaining academic quality in our endeavors, but calls for increased responsiveness to external issues. The Strategic Directions Charter is not intended to address every aspect of the university. It is not a history of our past successes or a recitation of all of our present strengths. Rather, it is an open-ended planning document which provides a framework that makes possible future enhancement of strengths and which identifies areas in which progress is needed.

There are two basic approaches to long-range planning at universities. One is to dictate future directions from the administration; the other is to develop a process in which the main elements of the plan emerge from the entire academic community. Frankly, each approach has advantages and disadvantages.

Last year, when I initiated a strategic planning process, I chose the one that relied strongly on faculty and staff input. I believe that a truly effective strategic plan must emerge from the traditions and strengths of the institution, and that faculty and staff members are in the best position to make judgments about those strengths. My role is to guide the process, setting the overall boundaries and goals, developing funding sources and incentives, but leaving to the faculty and staff the articulation of the best possible future.

This approach has drawbacks in that it shares a number of the characteristics of democratic decision making: it is messy and inefficient, complex, sometimes controversial, and even occasionally acrimonious; and it involves some compromises. Nonetheless, it is the best approach for a university that values its traditions of governance in which all members of the university community have a voice.

America's New Public University

What has been the result of our planning process? The Strategic Directions Charter opts for a flexible and expansive perspective in meeting our challenges. It seeks to position Indiana University for the future by mapping a path that enables IU to sustain the traditions and obligations of a public university. Keeping this course is counter to the approach taken by a number of other major public universities, such as Virginia, Michigan, UCLA, Florida, Colorado, and Oregon, which are attempting to emulate private universities by, for example, diminishing connections to their traditional constituent groups. To me, the obligations emanating from our history and traditions as a public university are powerful and they should be reinforced, not sacrificed. I have used the phrase *America's New Public University* to signify this commitment.

American public higher education is the envy of the world; it is now dominant internationally, surpassing the once leading German and English systems. For every student who studies abroad, ten come to the United States. One main reason for this success is the decision made shortly after World War II to concentrate the country's research efforts in the universities, while in other developed countries research is focused in industry or government facilities. Building on the synergy of research and teaching, American universities have driven the economy and enhanced the quality of life for citizens. The word *America* in this phrase reflects these accomplishments of American higher education.

The word *New* underlines IU's increased responsiveness to social and economic conditions. A case in point is the call in the Strategic Directions Charter to strengthen our partnerships that reach beyond the university, both by creating new partnerships and by building on existing ones. We will not retreat from our grand past, but build on it in a responsive and responsible manner.

The emphasis on *Public* conveys that Indiana University is committed to the ideals of public higher education and takes seriously its concomitant obligations: providing opportunities for all students based on natural ability and motivation, not on family wealth; empowering individuals to improve socially and economically; and being accessible, affordable, and accountable to the citizens of the state.

The word *University* recognizes IU as one university, consisting of multiple campuses with distinctive but complementary missions. Together the distinctive missions of the campuses enable the university to serve the state and the nation as well. Citizens of Indiana rightly take pride in IU because of this comprehensive coverage.

I am convinced this reaffirmation of our tradition as a public university is the best approach for IU. I would not be surprised to find in the future some other leading public universities emulating our strategy.

The Challenges of Change

A public university, most especially one as complex and large as IU, exhibits underlying tensions. To name some: between discovery and the uses of knowledge; between autonomous and commissioned research and creative work; and between our commitments to the citizens of Indiana and our role as a national, indeed international university. To some extent these tensions are ameliorated through the different emphases of our several campuses, but not wholly. The Strategic Directions Charter does not resolve the residual tensions, nor should it be expected to do so. The reason is that such tensions are inherent in the nature of a university such as ours. And that, I suggest, is healthy, for it keeps a balance, never subordinating one fundamental purpose of the university to another. One function of university governance is to sanction such productive disagreements while providing a context for decision making.

Successful implementation of a number of the charter's recommendations should position departments, schools, and campuses to enhance their national standing. Though we have much of which to be proud, I am convinced that by embracing the highest standards of performance, and by adhering to the framework outlined in the charter, Indiana University's level of success can and will be enhanced.

Some may want the charter to set specific academic priorities, but that would be inappropriate. The Strategic Directions Charter establishes a framework for continual academic excellence; specific changes and improvements in individual programs, departments, and schools depend on the creative energy and ambition of the faculty and staff.

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Key Directions

The charter contains a large number of recommendations and suggestions, but there are a few key directions I should like to emphasize. The charter is clear that Indiana University should find new ways, and put renewed energy into the established ways, of serving the public. The charter assures that capable students must have access to learning. It advocates actively seeking new and enhanced partnerships with schools, businesses, and other external organizations. In order to pursue these new and enhanced partnerships, the university will need to become more flexible in patterns of work and rewards so that faculty and staff who wish to devote time and creative effort to these activities, and who are good at them, are encouraged. The framework of the charter also encourages campuses to develop individually focused missions, with the crucial provision that these missions are complementary.

The charter stresses that undergraduate education will continue to be a very high priority. In fact, the single highest priority—correctly so, in my view—is the reaffirmation of the university as a total learning community in which students learn through instruction, mentoring, and collaboration, and faculty learn through research, creative work, and teaching.

The Strategic Directions Charter is clear, too, that we must attract and retain to graduation a diverse student body and develop a more diverse work force. It directs that we renew our commitment to graduate and professional education, that we continue to focus on international education and research, and that we assure that technological support and library access to information for faculty and students are comprehensive and state of the art. We should measure and report our progress carefully and thoroughly. We should tell our story well, reduce internal bureaucratic barriers, become more enterprising in identifying and securing new sources of revenue, enhance private fundraising, and attend well to our alumni.

Even this abbreviated list is far too long for any single group of faculty or staff to embrace fully. The list of recommendations is achievable when it is taken as a set of goals for the university as a whole, based on the diverse strengths and interests of its various parts.

A Living Document

The Strategic Directions Charter is a living document. It is not a specific set of instructions, but rather a framework in which to sustain our excellence, our values, and our traditions in a rapidly changing world. It is a guide for future action.

In the end the charter, like any plan, will be productive only if it is successfully implemented. Let us now embrace this framework for action, accept the responsibility for applying the guidance it provides to our own areas within the university, and do our part. Ultimately the future of Indiana University is in the hands of each of us.

•••

The Strategic Directions Charter embodies the hard work of many creative people. I should like to acknowledge all the many faculty, staff, students, and friends of the university who served on task forces and contributed to the various campus discussions. While each may not find his or her individual contribution directly represented in the document, each voice was heard.

I should like to mention a few of the people who contributed extraordinarily to this process. Donald Gray's leadership in drafting the various versions was invaluable. The chairs of the task forces—Richard Fredland, Martha McCarthy, James Craig, Barbara Cambridge, Jack Wentworth, Mary Anne Baker, Edwardo Rhodes, and Thomas Lenz—together with Gerald Bepko, Terry Clapacs, Paul Eisenberg, J T. Forbes, David Fulton, Donald Gray, Edwin Greenebaum, Kenneth Gros Louis, Judith Palmer, John Rau, Ray Richardson, and Kathleen Warfel, made up the Steering Committee and gave enormously of their time and energy. Vice President for Long-Range Planning Gerald Bepko, who has oversight for the entire project, challenged us all to think expansively, and through superb leadership organized this immense task. There are many, many others who also deserve praise and our sincere thanks.

Myles Brand, President
December 1995

Introduction

The Strategic Directions Charter is founded on the work of more than 250 members of the university community and friends of the university who began to meet in January 1995. Faculty, staff, students, and alumni of every campus, chancellors, deans, and program directors, members of the IU Board of Trustees, executives in business and industry, educators in the schools, and administrators in state and local government gathered in eight task forces to chart the directions in which Indiana University must move in order to preserve its distinction as a major research university and to continue to meet its responsibilities as a public institution. The task forces completed their reports in June, setting out scores of recommendations about how the university must change, not just to adapt to the constraining circumstances of higher education at the end of this century, but also to emerge in the next century as the model of America's New Public University.

The Strategic Directions Charter is a distillation of these recommendations. Earlier drafts of the charter were extensively discussed during the fall of 1995 by faculty members and faculty councils and committees on every campus, and by students, trustees, and others interested in the university. The final version of the charter reflects the suggestions and concerns offered in the course of this vigorous commentary. The charter still rests, however, on the reports of the task forces and the careful thought and wide-ranging discussion and consultation that went into the composition of those reports. The eight task force reports are available on each campus and through the Strategic Directions home page on the World Wide Web.

The charter and the task force reports are frameworks and guides, sets of possibilities for change. Members of the university will now decide the directions in which we will move. Many of the initiatives recommended by the Strategic Directions task forces can be implemented without additional funding. The president and the trustees have created a fund to support those initiatives that will require new money. Individual faculty and staff members, schools and departments, consortia of faculty and staff from several schools or campuses, and teams of collaborators from inside and outside the university are all invited to submit proposals for projects that will realize the ideas put forward in the charter and the task force reports.

Beginning in January 1996 review panels set up by the Office of Research and the University Graduate School will receive and comment on preproposals that describe the projects. The review panels will continue to offer this service all through the three rounds of the Strategic Directions funding process. The deadline for the first round of formal proposals is March 1, 1996. In the two subsequent rounds, proposals will be due early in September 1996 and March 1997. All proposals submitted will go through the entire review process unless they are withdrawn by their principals.

Not all the recommendations of the task forces and the charter propose new directions. Some focus rather on placing increased emphasis on activities and responsibilities in which members of the university community are already deeply engaged. These new emphases will sustain and amplify the strengths of Indiana University: the quality of its undergraduate, graduate, and professional programs; the commitment of the faculty to excellence in teaching, research, and creative work; the distinction and importance of international programs; the university's service to the nation, the state, and the communities in which its campuses are located; and the traditions which encourage fruitful collaboration among strong faculty institutions of governance, responsible staff councils, administrators with academic experience and insight, and outstanding student leaders.

Many of the recommendations, if they are implemented, will move the university in new directions. We will add new kinds of courses and modes of teaching that will reach new populations of learners and prepare all our students to learn, and to want to learn, for the rest of their lives. We will establish a research organization and devise other ways to make the knowledge and expertise of the university more accessible to people in their work and study. We will multiply the number of partnerships in which faculty, staff, and administrators join in enterprises with external institutions and agencies. We will reexamine the roles and responsibilities of faculty and staff to acknowledge and reward the many ways in which they work to accomplish the purposes of a new public university. We will create a culture on every campus in which openness of access and respect for diversity demonstrate the values of an inclusive community. We will establish definitions of what graduates of Indiana University should know and be able to do, and we will regularly assess and report to the public on the ways we are fulfilling our responsibilities as a public institutions. We will define the mission of each of our schools and campuses, establishing connections among them and enlarging commonalities of curricula that will enable students, faculty, and staff to work and learn together in one university.

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The Community of Learning

Learning and teaching are the heart of Indiana University. In the community of learning, all students—whether they are enrolled in a degree program or a single course—engage in the opportunities and resources of the campus and the university as a whole. Faculty members achieve their highest capabilities as their work to advance knowledge and creative achievement also inspires their teaching. Students benefit in immeasurable ways from this inspiration. In turn, students learn from one another and teach their teachers, challenging them constantly to experiment with the content and method of their courses. These interactions among students and teachers make great public universities communities of learning where all participate in the excitement of discovery.

1. Place student learning, intellectual exploration, persistence, and attainment at the center of the university's missions.

Student learning, attainment, and persistence to the completion of academic goals are central to the missions of Indiana University. We will strengthen the many successful programs currently in place, and develop effective new programs that encourage students to stretch their intellectual abilities and to realize fully their talents and capabilities.

We will continue to challenge students to meet high expectations, and to set high expectations for themselves, in the understanding that persistence and attainment are best supported when expectations are communicated early and consistently throughout a student's academic career. We will also ensure that student recruitment, orientation, advising, and instruction clearly communicate the university's high expectations for student performance.

With this goal in mind, each campus and school will formulate, as part of its mission statement, a compact in which students, faculty, and staff will define their mutual expectations and responsibilities. The compact will specify the responsibility of students for their own learning, and the commitment of faculty and staff to provide a broadly based curriculum, effective teaching, and supportive educational services.

Interaction between faculty and students is vital in motivating students to devote effort to their studies and to make connections between their academic program and life outside the classroom.

Faculty members bear the primary responsibility for establishing high expectations for student performance, including the quality of acceptable and exceptional work, and the amount of time to be spent studying. Grading scales should reflect a student's performance in meeting these expectations, and we will undertake a review of undergraduate grading practices to assess the equity of our grading standards and their effectiveness not only in measuring but also in promoting student learning.

Because it is essential that students assume responsibility for their own learning, we will explore ways to help students clarify their goals and assess their own progress. For example, each student will write a statement of goals or an academic plan upon entering the university. Developed with advice from advisers and faculty, these goals and plans will be revisited periodically during the student's academic career to make adjustments. These plans will also aid faculty members in developing or modifying courses and programs.

The college years are a time for exploration, and we will encourage students to pursue their interests as deeply as they wish. For some students, exploration may extend the time to degree. But for those interested in taking an efficient path to graduation, we will assure that they can graduate in the equivalent of four years of full-time study, if they so desire and if they do their part.

2. **Support the improvement of teaching, service, research, and creative work.**

Teaching excellence is an interactive and continuous process that goes beyond the refinement of traditional instructional skills. We will foster and support financially an expanded exchange among faculty colleagues, associate instructors, and adjunct faculty on all campuses that will include mentoring, observation, collaboration, research on teaching methods, and demonstration of excellent teaching models.

Our goal in hiring new faculty will continue to be the attraction of the best individuals who are committed to excellence in teaching, scholarship, discovery, creative work, and service. We will provide rewards for excellence for all who teach in the university. Through various offices at the university, campus, and school levels, we will look for opportunities to expand support for teaching, service, and scholarship, including start-up funds, mentorships, intercampus cooperation, and scholar-in-residence programs.

The University Libraries are vital to the excellence of teaching, learning, research, scholarship, and creative work for all members of the university community. We will enhance still further our support for the superb collections of the University Libraries, and with the help of creative leadership, continue to keep the libraries in the forefront of advances in library and information science technologies.

3. **Encourage and support excellence in learning through the refinement of traditional teaching methods and the use of new technologies of learning.**

Through programs such as the university-wide Faculty Colloquium on Excellence in Teaching (FACET) we will assist faculty in evaluating their teaching, and strengthen traditional teaching methods by means of workshops, discussion, and the sharing of information, experiences, and techniques among faculty from all campuses. We will promote teaching as a collegial effort, organizing courses that encourage team teaching and collaborative learning, and initiate new and more widespread mentoring programs for all faculty, including adjunct faculty, at the beginning of their careers.

New technologies of learning can greatly extend the effectiveness of traditional teaching practices. Taking best advantage of the new technologies will require hands-on instruction in the use of equipment, explanation of the potentials of the technology, and information on effective ways to integrate the technology in classroom, laboratory, and studio teaching. We will increase support for the purchase of equipment and the enlargement of learning centers.

Adjunct faculty are responsible for a significant portion of undergraduate teaching on every campus. We will emphasize and enlarge programs such as mentoring, teaching workshops, assessment of teaching effectiveness, and other means of assisting adjunct faculty to evaluate and improve their teaching.

4. **Promote honors programs, undergraduate research, internships, and other special opportunities for learning.**

Each campus will assess its resources that support the whole student, including both special academic opportunities and the nonclassroom component of educational programs.

We will advertise honors programs more effectively to attract larger numbers of outstanding students to enroll in the university. We will develop new honors courses and options, and find additional sources of support for honors students to attend conferences and other educational events away from campus. We will increase opportunities for undergraduates on every campus to participate in faculty research programs.

Undergraduate education takes place as much outside as inside the classroom. We will significantly increase internships and practica as inherent aspects of course work in academic programs. We will increase our efforts in encouraging students to take advantage of opportunities for practical experience, group leadership, volunteer service, and cultural enrichment on campus and in the community.

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5. **Support students' success through student-oriented policies and practices, special tutorial programs, and expanded mentoring and advising.**

Students must take a large share of responsibility for their own success. At the same time, support for student learning should be the primary goal of institutional activities and a component of the efforts of all units.

The university will provide enhanced support for students in a variety of areas, including academic advising, career counseling, and extracurricular activities. Each campus will ensure that its policies and practices—including, for example, scheduling classes and office hours at convenient times—are congruent with students' needs.

We will strengthen faculty mentoring, with the purpose of assisting students with their goals, integrating students more fully into the intellectual life of the university, and increasing the numbers of students who persist to the completion of their degrees or in other ways fulfill the purpose for which they came to the university.

As part of our responsibility to educate all students admitted to the university, we will continue to offer remedial instruction to students who enter with deficits in some of the skills and habits necessary to succeed in their courses. We will study new ways to conduct remedial instruction, perhaps in programs separate from departments and schools. We will need to distinguish among the different kinds of remediation that may need to be offered, determine costs and means of efficient delivery, and consider whether remediation can be usefully separated from the rest of the university's undergraduate curriculum.

The responsiveness of the campus community to students, and the respect students receive as individuals, are key factors that affect their satisfaction and persistence. We will review the processes that students use in registering for classes, paying tuition, applying for financial aid, buying textbooks, and so forth, with the goal of streamlining these processes in ways that benefit students. We will encourage all persons with whom students interact, and particularly all front-line staff persons, to increase their efforts to provide friendly and knowledgeable service.

The availability of financial aid, and the ease with which students can learn accurate information about it, can also play a vital part in determining whether a student persists to complete a degree. We will explore ways to expand the pool of financial aid, and we will ensure that students receive consistent advice and information in their academic units and from financial aid offices and other student support offices.

6. **Prepare a description of the qualities and capabilities that define graduates of Indiana University.**

A study group of faculty, students, and administrators will address questions regarding the knowledge and habits of learning that should characterize well-educated persons in the next century. In the process of defining the qualities and capabilities we expect in IU graduates, we will assess our overall aims for undergraduate and graduate education and the ways these aims are realized on each campus and in each degree program. Although students' needs and learning styles differ, we must nonetheless maintain similar standards of excellence across the university.

7. **Increase access to the university's traditional academic programs for all who are qualified by talent and motivation.**

We will expand our efforts in recruiting undergraduate and graduate students of promise at all campuses. In particular, through the Wells Scholars Program and by other means, we will encourage top Indiana high school graduates to enroll at IU and remain in Indiana for their college education. We will develop financial aid policies that support opportunities for capable students from low-income families to enter undergraduate or graduate study.

We will place still greater emphasis on encouraging students from underrepresented groups to enroll at Indiana University, ensuring a welcoming atmosphere for them on our campuses, and providing support in completing their degrees.

8. **Increase access to the university through nontraditional programs and courses.**

We will encourage campuses, schools, departments, and programs, using their customary procedures for approving curricular changes, to join in the creation of a broad inventory of educational opportunities. New kinds of courses, including some that may be taken for variable credit and on flexible schedules, will meet the needs of a variety of students, whether they come to enroll in a single course, a program with a special purpose, or a series of courses that may later meet some of the requirements of a traditional academic program.

We will establish new degree and nondegree programs and courses for students off campus, especially in connection with the educational needs of members of trade associations and professional societies, employees of governmental agencies, business corporations, and university alumni. Some of these new courses and programs can be developed by schools and departments in partnership with businesses, labor unions, professional associations, and other organizations.

We will also develop courses based on the "inreach" principle. These courses will be devised by faculty members in response to suggestions by clients regarding what is needed, when, and how. In placing greater emphasis on inreach, we will explore the establishment of service centers to which clients can connect, in person or electronically, to place requests for teaching and research. This service will have significant implications for continuing education, professional development, and lifelong learning.

Through the School of Continuing Studies, which will assist and coordinate the efforts of schools and departments in using the technologies of distance learning, we will make many more of our courses and programs available to students off campus.

9. **Explore the development of a university-wide associate degree program.**

The associate degree is often seen as a benchmark of accomplishment, particularly for non-traditional students who may have a protracted educational career. We look to develop an IU associate degree, including associate of arts and associate of science configurations, that will be implemented on several campuses and lead to university baccalaureate degrees. This will mean that departments and schools across the university will try to develop parallel structures and compatible courses for associate degrees that can lead into four-year degree programs.

10. **Improve the learning environment of campuses by adding student centers, appropriate student housing, and child care centers.**

Early in their educational careers, undergraduate students—whether on a residential or a commuter campus—must feel that they have a campus home where they can meet both their academic and their nonacademic goals and needs. For example, adding a student center to a commuter campus radically changes the character of that campus by fostering educationally purposeful out-of-class activities, creating a meeting place for student programs and clubs, and enriching the sense of campus life.

Special consideration will be given to developing housing adjacent to the commuter campuses that is appropriate to the students at the campus—for example, apartments for young families. We will explore possibilities for partnerships with the private sector for the construction of housing.

For many students—and also staff and faculty—the availability and cost of child care is a decisive factor in their lives. The need for child-care facilities varies across campuses, and each campus will decide what will best serve the members of its community. For faculty and staff, we will consider including child care as an option in a cafeteria-style schedule of benefits.

11. Increase support for outstanding graduate and professional students, and provide mentorship and guided experience in classroom teaching.

Additional financial support for graduate students is essential if the university is to continue to attract outstanding students. In several fields, IU graduate student stipends have fallen below those of other major universities with which we compete. Graduate students play an important and effective part in the teaching of undergraduates on many of our campuses. For the benefit of the entire university, funds must be available for IU to compete successfully for the best students entering graduate or professional study, and to reward exceptional teaching by graduate students.

Although we do not intend to expand reliance on graduate students for classroom instruction, it is clear that they will continue to teach many of our undergraduates. Graduate students are the future teachers in our nation's colleges and universities. Faculty members therefore have an obligation to work closely with them as mentors, to help them learn to become effective teachers, and to introduce them to the roles and responsibilities of faculty members.

12. Increase opportunities for alumni to engage in lifelong learning.

A university ought to prepare its graduates to want to learn for the rest of their lives, and should always welcome alumni as members of the community of learning. We will promote a variety of means to engage alumni in continuing education. For example, a way to enhance lifelong learning opportunities for our alumni can be to offer each IU graduate a voucher for one 3-credit-hour course, to be used after a period of time following graduation. We will also develop new ways to engage alumni as resources of experience, information, and guidance for current students.

Responsibilities of Excellence

Indiana University has a tradition of excellence in fulfilling the responsibilities of a public university—providing an education of high quality to a wide spectrum of citizens, advancing knowledge and understanding in diverse fields, and bringing that knowledge and understanding to the benefit of society. By building on our traditions, we will meet Indiana University's responsibilities of excellence with still greater vitality for the future.

13. Articulate the mission of each campus and school.

Indiana University is committed to distinction in fulfilling our three essential missions as a public university: in teaching, to provide access to an education of high quality for capable students from all backgrounds; in research, scholarship, and creative work, to advance and preserve knowledge and culture; and in service, to seek ways in which our knowledge and expertise can be put to use in meeting the needs of society.

We will articulate missions for individual campuses and schools that support the overall missions of the entire university. The purpose of the mission statements is to serve externally as definitions of goals for our publics, and internally as constructive guides to achievement. The individual mission statements will reflect the goals and strengths of the campus or school and the needs of the community it serves, as defined in a local, state, national, or international context.

Each campus must serve as a gateway to the resources of the university as a whole, enabling Indiana University to deliver programs across the university, from the associate degree through lifelong learning opportunities for alumni. Programs should complement one another to avoid unnecessary duplication, and their requirements should be as congruent as possible.

14. Direct exceptional resources to programs that have national distinction and special importance for the future.

No university can afford to be excellent in all areas. The most successful universities in the future will be those that grow through astute selective investment. Our challenge is to undertake this type of growth while making rational and humane decisions, through established procedures of faculty and university governance, that will preserve the confidence of faculty and staff that their work is valued by the university.

At certain periods in its development, a program, department, or school can advance markedly if it receives exceptional support for a period of time. Difficult decisions will have to be made to determine which programs are ready to receive such assistance. These decisions will be based on the quality of the faculty and students and the centrality of the programs to the mission of each campus. At the same time, we will continue to be alert to and promote the development of significant new fields of scholarship and discovery.

15. Strengthen international programs in teaching and research.

Indiana University has a reputation for excellence in teaching and research in international programs, for involvement in educational development abroad, and for the quality of education we offer to international students. We need now to create new means to increase our state and national visibility in international fields.

In international programs, as in other areas of the university, creative and constructive leadership will enable us to broaden our outreach, develop new ties in the geopolitical arena, and bring the benefits of our research to the state and nation in still more effective ways. As part of these activities, we will strengthen our ties with the many IU alumni who reside abroad.

We must also be aware of changes in the shape of international programs, particularly changes resulting from world events and

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shifting political structures, and ensure that we remain flexible in adapting to these changes.

The international students on our campuses are a significant resource to enhance the education, cultural awareness, and understanding of world issues for all our students. We will increase our efforts to encourage outstanding international students to enroll at Indiana University, in undergraduate, graduate, and professional programs.

16. Reconceive standards of excellence in teaching, research, creative work, and service to reflect new patterns of academic work by faculty and staff, and reexamine the system of non-tenure-track academic ranks.

As public universities respond to new social and economic needs, the nature and range of academic work is changing. Through established procedures of university governance, we must carefully reconsider what is expected of faculty and staff members in different ranks, on different campuses, and at different times in their careers, and expand the ways their achievements are assessed and rewarded.

We will continue to reward in traditional ways those faculty members whose teaching, research, or creative work is judged to be outstanding by customary standards and procedures.

We will also assure that service is recognized as central to the purposes of the university and the responsibilities of faculty, and we will recognize and reward faculty members who contribute significantly to service activities such as the formation and management of partnerships.

The pinnacle of faculty achievement in the traditional academic disciplines is the complete scholar, a faculty member who integrates excellence in teaching, research or creative work, and service. The model of the complete scholar is consistent with the fundamental missions of Indiana University as a major research institution. Faculty members who achieve excellence by the standards of the complete scholar model, in the context of their campus and discipline, will be rewarded by our highest university distinctions and honors.

In professional areas, however, some faculty members follow career paths based on other valuable models. For example, clinical faculty in the health sciences deliver professional services while teaching clinical skills and supporting clinical research. Such faculty will also be honored and rewarded for excellent performance, as measured by peers. Clinical professors will be encouraged to pursue continuing opportunities for professional learning and collaboration with colleagues.

It is important also to recognize that the balance among teaching, research or creative work, and service will vary across time in individual faculty careers. In order to help faculty members realize the most effective use of their talents, in the course of a substantive annual review every faculty assessment will include an overview of professional activities in the recent past and a plan for the future.

Adjunct faculty, associate instructors, and staff members who manage laboratories, teach and mentor students, and perform similar tasks, are valuable to the university in fulfilling its missions. We will arrange the work of associate instructors and other students who participate in teaching, service, and research so that they gain experience in a variety of professional responsibilities. We will create career paths and incentive systems that will enable adjunct faculty and staff members to advance to increased responsibilities, that will encourage them to participate in the work of innovation and change, and that will permit them to engage appropriately in the governance of the university.

17. **Increase the connections among campuses to encourage faculty members to collaborate in research and to develop programs that will facilitate transferability of credit.**

The university will become stronger, and faculty and students will benefit in their learning, as we increase opportunities for all to participate in the university-wide learning community. We will encourage informal activities among the campuses to strengthen faculty interconnectedness through cross-disciplinary conferences, seminars on topics important to faculty in their disciplines, and gatherings of key departmental leaders to share information and plans regarding academic programs. Departments and schools will promote collaboration in research projects by faculty members on different campuses.

We will develop and implement principles for interfacing undergraduate degree programs across campuses in order to maintain the overall character and quality of an Indiana University undergraduate education. These principles will also be designed to enable students to transfer as many credits as possible from one campus to another. The faculty of key departments across the university will consult regularly to promote congruence of requirements for major fields and complementarity of course offerings. We will assure that students have ready access to detailed information concerning the transferability of courses among campuses.

For the university-wide schools, we will promote a model of moderate integration that supports administrative and budgetary autonomy at the local level, but within the context of university-wide missions that emphasize common goals, shared vision, collaboration, and transferability of credit. In clarifying the role and functions of the university schools we will address accreditation concerns and work to eliminate inefficiencies relating to the lack of a common calendar, contradictory policies and procedures, and curriculum inflexibility.

18. **Strengthen existing partnerships and create new partnerships with public schools, businesses, government agencies, and other external groups.**

IU has a long history of collaboration with various sectors outside the university to address social, economic, and cultural needs. We view partnerships broadly as joint ventures between Indiana University and external entities. In a partnership, both parties invest in and benefit from the arrangement. In addition to the assistance the university can offer to others, IU also gains in a variety of ways from these external relationships.

A major factor that influences the quality of K-12 education is the caliber of teaching. We will expand our partnerships with state government and with other institutions to enhance K-12 teaching in Indiana. We will increase our efforts in incentive programs to encourage talented individuals to become teachers, summer workshops and in-service programs, and advanced continuing professional education for teachers and school administrators. We will also seek out a variety of partnership arrangements with business, industry, and others to provide innovative learning experiences for school children.

Working cooperatively with business and industry and with other educational institutions, IU will help create curriculum materials, using both traditional methods and new technologies, to educate the worker of the future.

We will also become more proactive as a partner with federal, state, and local government in policy development. Through the dissemination of research to policy makers, the university can influence policy deliberations and even policy agendas without taking a position on specific issues. We can also provide a valuable service to state and local governments by evaluating the implementation of policies and programs.

Partnerships are an important means of sharing our intellectual resources with external constituencies. Our partnerships provide valuable information on the needs of schools, businesses, non-profit organizations, government agencies, and Indiana citizens. We will explore possibilities for sharing research and scholarship with a wide audience through bulletins written in lay language, audio tapes, and computer networks, and a university clearinghouse to disseminate research-based information and improve

access to databases. We will enhance the technology connecting all IU campuses with each other, with other educational institutions, and with businesses, government agencies, not-for-profit organizations, and individuals in the state.

Some of these partnerships and initiatives will depend only on the resourcefulness of individual faculty and staff members. Some will continue relationships that are already well established. Others will require that faculty, staff, and students seek partners from throughout the university, and sometimes with colleagues in other universities, to arrange and pursue collaborative work.

19. Establish a research organization and increase external research collaboration.

As a major research center, IU has a responsibility to conduct world-class research and to make that research applicable to the needs of the state and the nation. We will establish a research organization to coordinate interorganizational relationships, including alliances and joint ventures.

We will develop flexible arrangements for creating multidisciplinary research teams. These teams will join colleagues from the public and private sectors to address new research initiatives and to apply the university's skills to the solution of specific problems. These arrangements can be open-ended and need not necessarily become permanent. In establishing such relationships, the university will assess issues of conflict of interest and intellectual property rights.

20. Ensure that Indiana University reflects the diversity of American society and supports the achievements of minorities in all aspects of university life.

One of the important responsibilities of a public university is to serve both as a model of a just and open society and as a force for creating and maintaining such a society. Following the guidelines of the Hoosier Plan for Minority Enhancement, we will ensure the diversity of Indiana University's student body, faculty, and staff through active recruitment programs.

Through orientation programs, we will educate faculty, administrators, staff, and students, from the outset of their association with the university, on the value of inclusiveness and the policies and practices adopted to insure it. We will provide clear and unambiguous guidelines on acceptable and unacceptable practices in teaching, hiring, and administration, and place special emphasis on informing administrators and supervisors about their responsibilities.

We will provide encouragement and opportunities for growth and development for minority students, faculty, and staff, through mentoring and other support programs. For students in particular, there is no substitute for the care and attention that individual members of the staff and faculty can give. Students who are thus engaged in the life of the university are likely to persist to graduation at rates comparable to, if not greater than, those of the general student population.

Students from populations that are underrepresented in the university have, on average, greater financial need than students in the general population. We will assure that student financial aid offices on each campus are responsive—through information, advice, and support—to the particular difficulties and concerns that minority students may have in regard to their financial need.

We will establish on each campus a single office for recruiting and retaining underrepresented students, and connect these campus offices with one another. Also, to increase the numbers of minority graduate and professional students and to bring more minorities into the pipeline as future faculty members in America's universities, we will cooperate with other institutions of higher education, including historically black colleges and universities, to attract their graduates into advanced study.

For faculty and staff, support from colleagues with shared cultural and educational backgrounds can be decisive in helping them to grow and advance in their careers. We will provide faculty and staff development programs to meet the particular needs of

minority members of the university community, along with formal assignments of mentors to faculty and staff and informal support groups within and across campuses.

Our efforts to recruit, retain, and promote minority faculty and staff members include the creation of unit-by-unit recruitment plans, as required by federal affirmative action regulations and recommended in the Hoosier Plan for Minority Enhancement. Each campus is required to develop a plan to increase the number of minority faculty and staff members, and also of women, in units and positions where they are now underrepresented. These plans will be based on anticipated vacancies and the size of the pools of minorities and women available in each discipline.

The offices of Affirmative Action and Human Resources are charged with the development and monitoring of these plans, to assure that the plans are in accordance with federal and state requirements. Advocacy offices, campus affirmative action committees, and the Minority Enhancement Council will assist in preparing and implementing these plans. The Minority Enhancement Council will encourage, coordinate, and, where appropriate, initiate activities and procedures that fulfill these purposes. An annual report will be prepared by each campus on the progress and results of these plans.

We will establish additional incentive programs for recruiting minority faculty and staff members, and enhance such incentive programs where they already exist. We will review personnel policies and practices relating to the appointment of external advisory boards and similar organizations to ensure that these policies and practices encourage the appointment and advancement of minorities. We will institute or expand exit interviews for faculty and staff members who leave the university, and for a sample of students who leave before graduation, as a means of learning about the climate of the university as an open society.

21. Ensure that women are recruited, appointed, and retained in all areas of the university, and that women students are encouraged to enter all academic fields.

We will expand the objectives of the Hoosier Plan to encompass women, ensuring—under the same principles that apply in regard to minority enhancement—that women are fully represented in the administration, faculty, and staff of the university.

It will be our goal that the faculty of each department will include a percentage of women consistent with the availability of women in the discipline. In academic fields where women students and faculty are underrepresented, such as the physical sciences and mathematics, we will initiate more vigorous recruitment efforts.

With the same goals as in our minority enhancement efforts, we will review our personnel policies and our practices relating to the appointment of external advisory boards and other such organizations to ensure that these policies and practices encourage the appointment and advancement of women.

Following the recommendations of the Committee on Institutional Cooperation (CIC) 1992 Conference on Women in Science and Engineering, we will create multi-disciplinary centers, networks, and mentoring programs for women in science and mathematics. We will work with Indiana public schools to eliminate gender bias in the teaching of science and mathematics.

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Accountability and Best Practices

In meeting our obligations as America's New Public University, we will organize and manage the university in ways that ensure we are responsible stewards of the resources and ambitions invested in us. We will sustain the excellence of Indiana University by sustaining a culture distinguished by high achievement and personal commitment to demanding standards of performance. We will create flexible organizational structures that facilitate innovation, local decision making, and responsiveness to new conditions. We will become resourceful and forthright in addressing public calls for accountability, meeting the challenges of budgetary constraint, and managing the university in its interactions with external publics.

22. Improve assessment in university activities and promote the value of self-assessment in the university community.

The performance of students, faculty, staff, and administrators is now frequently assessed, from the grades students receive to promotion, tenure, and salary reviews for faculty, and regular reviews for staff and administrators. We will develop and sustain a regular cycle of assessment that will help us to improve our performance. The assessment will be formative, systematic, periodic, collaborative, and embedded in processes that measure progress toward stated goals. Faculty and staff members will be involved in devising the means by which their work is assessed.

Review of an academic unit will encompass all the activities of that unit: student learning, teaching, research, creative work, and service. Assessment of learning, in both major and general education courses, should include measures of student success in developing comprehensive intellectual skills. Review of nonacademic units will include all the activities of the unit in terms of the success of these activities in supporting the academic and service missions of the university.

These measures of effectiveness over time will help faculty, staff, and administrators to make changes, and to look for the results of the changes in subsequent assessments, in a process of continual improvement.

23. Address the issues of centralization and decentralization in academic and organizational matters to promote flexibility and effective coordination.

The university's success for the future will depend on simple, lean structures with clear administrative responsibilities and an ethic of individual accountability. Organizational units should be coordinated to promote coherent policies and purposes, and scaled to encourage individual initiative and quick response.

We will review centralized functions and activities to determine the extent to which each should be decentralized, and examine current campus-located functions to see where additional centralization might be beneficial.

In principle and wherever it is advantageous to do so, specifically academic decision-making will be decentralized, placing leadership and responsibility at the lowest practical level. In other areas, particularly those most removed from specifically academic functions, the principle of centralization will prevail where centralization will produce the best outcomes to support our academic endeavors. We will improve our centralization procedures to bring about maximal benefits for individual units.

We will evaluate critically the organizational structure of both university-wide and campus-level administrative and service units, with the intent of eliminating overlapping or diffused jurisdictions and improving the speed and effectiveness of innovation and decision making.

We will undertake a thorough review directed toward enhancing the availability of information. University-wide and individual information systems will be designed and integrated to provide effective support for decision making. For example, information on the persistence, attainment, and graduation rates of students must be easily accessible within the university, so that we can evaluate policies and practices concerning student learning. Similarly, information about the numbers of minority students and

the numbers and responsibilities of minority and women faculty, staff, and administrators must be available to everyone who is working to increase diversity in the IU community. An integrated student information system and an integrated financial information system will also lead to the elimination of duplicative offices and records.

24. Refine Responsibility-Centered Management and expand accounting systems that provide precise data about costs.

In general, the Responsibility-Centered Management system (RCM) satisfactorily fulfills the purposes for which it was created. The system was put in place with the expectation that it would be reviewed and adapted to the changing needs of the university. We will review the number and administrative scope of RCM units to assure that none are too small or too large to permit the efficient use of resources. We will also assess whether the present practices of RCM permit sufficient development of investment capital.

We will review the RCM system in light of issues such as whether it inhibits collaboration among academic units, produces unnecessary course duplication, or results in other nonproductive competitive practices. We will carefully study whether RCM as it currently operates has the result of depriving schools and departments of resources they need to carry out academic purposes that are essential to an entire campus and the university as a whole.

We will extend the use of a program of economic and financial analysis that provides administrators with information about the costs of providing programs and services. This analysis will focus on the costs of performing activities rather than costs framed in terms of the conventions of accounting and annual budgets. In organizational units whose activities are not directly related to the core enterprises of the university, the cost of performing activities should be evaluated with respect to costs in a relevant external market. The purpose of this analytic approach is to ensure that resources are directed toward activities that are central to the strategic goals of the university.

25. Create additional sources of revenue through technology transfer and other opportunities.

Technology transfer offers significant opportunities for enhanced revenue. Numerous units are now involved in technology transfer activities. We will coordinate and facilitate their efforts, based on policies established through traditional institutions of governance.

We will also take greater advantage of other revenue-enhancing opportunities such as sponsored research projects with governmental agencies, business enterprises, and foundations, and increased licensing of proprietary trademarks and logos associated with the university.

26. Reassess tuition pricing and financial aid policies.

We will undertake a thorough reevaluation of tuition policies to develop more responsive pricing strategies. Our goals will be to provide greater value to students, to gain increased control of revenues, and to reach new populations of learners.

In addition, we will explore the feasibility of various tuition strategies, including discounting, bundling packages of educational programs and services, and price variations and differential charges. We will reevaluate financial aid policies, including thorough reconsideration of the sources of financial aid and objectives and policies governing its allocation.

The trustees have primary responsibility for tuition policy. In consultation with faculty governance groups, the president will establish an advisory committee to assist the trustees in exploring alternative tuition policies.

27. Assess policies and practices to ensure efficient use of human and financial resources.

Effective human resource policies, programs, and services are important to the effectiveness, efficiency, and accountability of the university. We will undertake an equitable assessment of current staff job classifications with the goal of simplifying the classification system and ensuring that work roles and responsibilities can meet the university's changing needs.

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We will thoroughly evaluate our human resource management policies. This effort will include exploring choices in managed health care options, flexible use of benefits by employees, improvements in time-off benefit programs, modifications to retirement vesting rules, and implementation of preventive-care programs. We will also explore the more efficient use of investments in human resources, including possibilities for attractive and flexible early-out severance packages, and the addition of temporary workers where they will benefit the overall operation of units.

In addition, as an important resource for optimal decision making in human resource management, we will develop a human resource information system for the entire university.

28. Develop a comprehensive strategy for marketing the university and undertake rigorous market research.

The University Marketing Committee will develop a marketing strategy for Indiana University. The committee will establish goals for a marketing program that will promote the image of Indiana University as a distinguished institution for teaching, research, creative work, and service. A key goal will be to maintain consistency while encouraging creativity and initiative in individual units and accommodating a variety of marketing techniques.

Student recruitment will be an important component of the marketing strategy. We will explore avenues to enhance recruitment through the traditional practices of IU's offices of admissions, and through approaches that involve direct contact by faculty, staff, alumni, and currently enrolled students. Job placement as graduates begin and advance in their careers will be another important concern in the marketing strategy.

The University Marketing Committee will review the distinctive strengths of the university, assimilate all recent research, determine current perceptions of IU by key publics, and assess the position IU holds among comparable institutions. The committee will oversee an overall market research plan that identifies guidelines for individual units conducting their own market research.

29. Promote Strategic Educational Units that reflect the excellence of Indiana University in distinctive ways.

For many years Indiana University has been tied to a concept of geographical identity, with the result that marketing has been conducted on behalf of the entire university or focused on one or another of the eight campuses. A successful marketing strategy for the future demands that we depart from this geographical orientation. The principal focus of a new strategy will be on Strategic Educational Units (SEUs), defined as units with distinctive capabilities and a clearly delineated set of competitors.

For various purposes, an SEU may be identified as a school, a department, a campus, or an interdepartmental or intercampus program. Each SEU will establish its own marketing committee to develop strategies consistent with the overall marketing strategy of the university and the policies and priorities of the University Marketing Committee.

30. Ensure a consistent system for reporting to the public on the university's success in fulfilling its missions.

As part of the university's responsibility to be accountable to the society it serves, and with the assistance of the University Marketing Committee, we will report regularly to the public. Our reports will include the methods and consequences of our assessments, information on persistence and attainment of students, progress in achieving greater diversity in the university community, faculty and student achievements, service to organizations and individuals, and other matters that highlight the ways that Indiana University is fulfilling its missions.

Conclusion

The reports and recommendations of the Strategic Directions task forces will stimulate achievement and change in Indiana University far into the future.

Reading this charter, each member of the university community must ask: What now makes us a strong university, and what will make us different, a new kind of great university, the new public university that will meet the challenges and seize the opportunities of this exciting time?

If we address these questions with a fresh mind and find answers that rise to the possibilities of this moment of change, we can sustain and support the strengths of Indiana University while making it into America's New Public University as envisioned in this charter and in the task force reports on which the charter is based.

Appendix A: List of Recommendations

THE COMMUNITY OF LEARNING

1. Place student learning, intellectual exploration, persistence, and attainment at the center of the university's missions.

2. Support the improvement of teaching, service, research, and creative work.

3. Encourage and support excellence in learning through the refinement of traditional teaching methods and the use of new technologies of learning.

4. Promote honors programs, undergraduate research, internships, and other special opportunities for learning.

5. Support students' success through student-oriented policies and practices, special tutorial programs, and expanded mentoring and advising.

6. Prepare a description of the qualities and capabilities that define graduates of Indiana University.

7. Increase access to the university's traditional academic programs for all who are qualified by talent and motivation.

8. Increase access to the university through nontraditional programs and courses.

9. Explore the development of a university-wide associate degree program.

10. Improve the learning environment of campuses by adding student centers, appropriate student housing, and child care centers.

11. Increase support for outstanding graduate and professional students, and provide mentorship and guided experience in classroom teaching.

12. Increase opportunities for alumni to engage in lifelong learning.

RESPONSIBILITIES OF EXCELLENCE

13. Articulate the mission of each campus and school.

14. Direct exceptional resources to programs that have national distinction and special importance for the future.

15. Strengthen international programs in teaching and research.

16. Reconceive standards of excellence in teaching, research, creative work, and service to reflect new patterns of academic work by faculty and staff, and reexamine the system of non-tenure-track academic ranks.

17. Increase the connections among campuses to encourage faculty members to collaborate in research and to develop programs that will facilitate transferability of credit.

18. Strengthen existing partnerships and create new partnerships with public schools, businesses, government agencies, and other external groups.

19. Establish a research organization and increase external research collaboration.

20. Ensure that Indiana University reflects the diversity of American society and supports the achievements of minorities in all aspects of university life.

21. Ensure that women are recruited, appointed, and retained in all areas of the university, and that women students are encouraged to enter all academic fields.

ACCOUNTABILITY AND BEST PRACTICES

22. Improve assessment in university activities and promote the value of self-assessment in the university community.

23. Address the issues of centralization and decentralization in academic and organizational matters to promote flexibility and effective coordination.

24. Refine Responsibility-Centered Management and expand accounting systems that provide precise data about costs.

25. Create additional sources of revenue through technology transfer and other opportunities.

26. Reassess tuition pricing and financial aid policies.

27. Assess policies and practices to ensure efficient use of human and financial resources.

28. Develop a comprehensive strategy for marketing the university and undertake rigorous market research.

29. Promote Strategic Educational Units that reflect the excellence of Indiana University in distinctive ways.

30. Ensure a consistent system for reporting to the public on the university's success in fulfilling its missions.

Appendix B: Table of Cross-References

from Recommendation Numbers in the Strategic Directions Charter to Recommendation Numbers in the Original Reports of the Strategic Directions Task Forces

This table of cross-references has been developed with the following guiding principles:

(1) In most cases, the task forces prepared an executive summary and a longer narrative with supporting rationales for each recommendation. In developing the cross-references, the compiler has used the longer, more fully developed report as the basis for the cross-references.

(2) The citations listed here refer to recommendation numbers in the original task force reports, which is why the numbering system varies from task force to task force. In the case of Task Force 8, no numbering system was used, so the Drafting Committee has referred to major headings with roman numerals and lowercase alphabet letters for bulleted subdivisions in the report.

(3) Some task forces submitted subcommittee reports along with their full report and appendices of supporting materials. These subcommittee reports and appendices have not been included in the cross-referencing.

(4) In developing the cross-references, the compiler has interpreted recommendations broadly, the purpose of the cross-referencing being not only to trace specific recommendations back to the original task force reports but also to point to how recommendations in the Strategic Directions Charter encapsulate similar and divergent perspectives from various task force reports.

List of Abbreviations

SDC = Strategic Directions Charter
TF1 = Task Force for Campus and University-wide Missions
TF2 = Task Force for Partnerships with the Public and Private Sectors
TF3 = Task Force for Excellence in Teaching and Research
TF4 = Task Force for Assessment and Accountability
TF5 = Task Force for Promotion of the University
TF6 = Task Force for Student Persistence and Attainment
TF7 = Task Force for Minority Attainment/Underrepresentation
TF8 = Task Force for Operational Efficiency and Revenue Enhancement
PREREQ = Prerequisites or premises on which a recommendation is based

Table of Cross-References from Recommendation Numbers in the Strategic Directions Charter (SDC) to Recommendation Numbers in the Original Reports of the Strategic Directions Task Forces (TF 1-8)

Strategic Directions Charter	TF1	TF2	TF3	TF4	TF5	TF6	TF7	TF8
1 Place student learning, intellectual exploration, persistence, and attainment at the center of the university's missions.	1.1 1.4.1 1.4.2 2.1 2.1.B		5 6 11 13	2 3		1 2 3 4 5	A.1.a B.1 B.2 B.3	
2 Support the improvement of teaching, service, research, and creative work.	1.1.B 1.2.A 1.2.B 1.3.A 1.3.B 1.3.C 1.4.2 1.5 2.1 2.2	PREREQ	1 2 3 9 16	1 2 3 4 5 7		1 4 7 15		V
3 Encourage and support excellence in learning through the refinement of traditional teaching methods and the use of new technologies of learning.	1.5 2.1		3 5 8 13	6		7		
4 Promote honors programs, undergraduate research, internships, and other special opportunities for learning.	2.1	II IV	5 7 14		1 6	1 9 10		
5 Support students' success through student-oriented policies and practices, special tutorial programs, and expanded mentoring and advising.	1.1 1.6 2.1 2.1.B		13	1 2 5 6		1 2 4 6 7 9 10 11 13 15	A.1 A.1.c A.2.a A.5.c B.3 B.4 C.4.c	V
6 Prepare a description of the qualities and capabilities that define graduates of Indiana University.	INTRO to APPENDIX II 1.1 1.2.A 1.4.1 1.4.2 2.1 2.1.B	IV	1 5 6 7 11 13	3		1 2 5 6 11 14 16	B.1	
7 Increase access to the university's traditional academic programs for all who are qualified by talent and motivation.	1.5		14			4 6 7 10 11	A.1 B.1 B.2 B.3 B.4	

Strategic Directions Charter	TF1	TF2	TF3	TF4	TF5	TF6	TF7	TF8
8 Increase access to the university through nontraditional programs and courses.	1.2.A 1.3.B 1.5 2.1 2.2 3.2	I II IV				1 4 6 7	C.2.c	
9 Explore the development of a university-wide associate degree program.	1.3.A 1.4.1 1.4.2							
10 Improve the learning environment of campuses by adding student centers, appropriate student housing, and child care centers.	1.6 2.1	IV	5			4 6 7 9 10 11 13	A.4	IX
11 Increase support for outstanding graduate and professional students, and provide mentorship and guided experience in classroom teaching.	1.3.B		11			13	A.1.e B.2 B.3 B.4 C.4.a C.4.b C.4.c	
12 Increase opportunities for alumni to engage in lifelong learning.	3.2	II						
13 Articulate the mission of each campus and school.	1.1 1.1.B 1.1.C 1.2 1.2.A 1.2.B 1.3.A 1.3.B 1.3.C 1.4.1 1.4.2 1.5 2.1 2.1.B 2.2 2.3 3.2	PREREQ I IV	6 13	1 4 5 8 9		1 2 3 4 6 7 14		I.a I.e
14 Direct exceptional resources to programs that have national distinction and special importance for the future.	1.1.B 1.1.C 1.6	PREREQ III IV	9	4 6	1 6	1		I.f II XI XII

Strategic Directions Charter	TF1	TF2	TF3	TF4	TF5	TF6	TF7	TF8
15 Strengthen international programs in teaching and research.	2.4 3.2	PREREQ I II III IV	4 15					I.d
16 Reconceive standards of excellence in teaching, research, creative work, and service to reflect new patterns of academic work by faculty and staff, and reexamine the system of non-tenure-track academic ranks.	2.2 3.2	PREREQ II III IV	2 3 4 13 16	1 4 5 6		1 3 7 14 15		
17 Increase the connections among campuses to encourage faculty members to collaborate in research and to develop programs that will facilitate transferability of credit.	1.1 1.1.B 1.2 1.2.A 1.2.B 1.3.A 1.3.B 1.3.C 1.4.1 1.4.2 2.4				1 5 8			I.d X XII
18 Strengthen existing partnerships and create new partnerships with public schools, businesses, government agencies, and other external groups.	1.1.A 1.2.A 1.3.A 1.5 2.1 2.1.B 2.2	PREREQ I II III IV	8	9		7 12	A.5 C.2.c C.4	X
19 Establish a research organization and increase external research collaboration.	1.3.A 2.2	PREREQ I III	4				C.2.b	X
20 Ensure that Indiana University reflects the diversity of American society and supports the achievements of minorities in all aspects of university life.			3	6		1 2 3 4 6 7 9 10 11 13 16	A B C D	V
21 Ensure that women are recruited, appointed, and retained in all areas of the university, and that women students are encouraged to enter all academic fields.		II III					C.1 C.2 C.3 C.4	

Strategic Directions Charter	TF1	TF2	TF3	TF4	TF5	TF6	TF7	TF8
22 Improve assessment in university activities and promote the value of self-assessment in the university community.	1.5 1.6 2.1	PREREQ I III IV	4 5 16	1 8 9		1 2 7 8 13 14	A.1 A.2 A.3 B.1.a B.1.b B.2.a B.2.b	X XII
23 Address the issues of centralization and decentralization in academic and organizational matters to promote flexibility and effective coordination.	1.1.B 1.1.C 1.2 1.2.B 1.3.C 1.5 1.6	PREREQ		8 9		3 4 7 8 14	A.3.a A.3.b A.3.c	I.b I.d VIII X XII
24 Refine Responsibility-Centered Management and expand accounting systems that provide precise data about costs.	1.1.B 1.1.C 1.2 1.3.C 1.6	PREREQ III IV	9			4 11		III
25 Create additional sources of revenue through technology transfer and other opportunities.	2.2	III						VI
26 Reassess tuition pricing and financial aid policies.						11	A.3.c B.4	V
27 Assess policies and practices to ensure efficient use of human and financial resources.						11	A.2.a A.4 D.2 D.3	IX
28 Develop a comprehensive strategy for marketing the university and undertake rigorous market research.	1.1 1.3.A	I	14 15		1 2 3 4 5 7 8 9			IV X
29 Promote Strategic Educational Units that reflect the excellence of Indiana University in distinctive ways.	1.1 1.3.A	I	9		6			I.f IV X
30 Ensure a consistent system for reporting to the public on the university's success in fulfilling its missions.	1.2 1.3.A	I	14 15	8 9		8 14	A.2.d A.3.c A.5.a	IV

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